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ABSTRACT

Developed with information and guidance from a task force and interest group, as well as from two surveys of continuing education providers, this plan for improving library/media/information services in Pennsylvania proposes coordination of continuing education for their personnel, including trustees and paraprofessionals. After a description of the project's background and methodology, recommendations are made concerning these aspects of the plan: coordinating structure, needs assessment, continuing education resources, communication and promotion, recognition system and quality control, regional continuing education councils, evaluation, and funding. A statement on roles summarizes the division of responsibilities of individual participants, individual libraries/media centers/information centers, district library centers, networks and cooperatives, library/media/information education, state library, and commissions on basic and higher education. Included is a section on the continuing education environment: national and state models, certification/recertification, Pennsylvania studies/plans/statutes, Pennsylvania providers and clienteles, and assets and barriers. Appendices provide a bibliography, a list of the interest group members, the two surveys used in the study and summaries of the results, a model regional continuing education council description, a job description for continuing education coordinator, a timetable for implementation of the plan, a plan budget for 1980-2, and a glossary. (JD)

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COORDINATING CONTINUING EDUCATION

FOR LIBRARY/MEDIA/INFORMATION PERSONNEL:

A PLAN FOR PENNSYLVANIA

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Submitted to the State Library of Pennsylvania
Pennsylvania Department of Education

PROJECT NO. 78-26-1
AUGUST, 1979

SUSAN A. CADY
PROJECT COORDINATOR

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FOREWORD

The State Library expresses its appreciation to the members of the Continuing Education Task Force and the Continuing Education Interest Group for their sustained effort in developing a plan for coordinating continuing education for Pennsylvania's library/media/information personnel. We also thank the Pennsylvania Library Association for its services in administering the Project grant. An effective continuing education delivery system will be critical to the continued development of library, media, and information services in Pennsylvania.

Although this Plan is being distributed widely, it is not possible to send a copy to every staff member or governing body of every library, media center, and information center. Therefore, we encourage those receiving a copy to share it with their colleagues, governing bodies, and other interested parties. Thank you.

Patricia M. Broderick

Patricia M. Broderick
Acting State Librarian

August 1979

PREFACE

In the introduction to her book, Library Staff Development and Continuing Education, Barbara Conroy states that continuing education has become "everybody's baby" with the result that agreement is lacking on the ways in which responsibilities are to be divided. The purpose of the Continuing Education Project was to reach a consensus on how these responsibilities can be divided and coordinated in Pennsylvania. This Plan will be effective only if the individuals and groups involved act on their responsibilities and participate in the coordination effort in a spirit of cooperation.

The Statement of Roles in this document summarizes the division of responsibilities. The individual participant is listed first because learning is essentially an individual activity. No agency or institution can accept the responsibility to learn or implement what is learned. On the other hand, a large number of library/media/information organizations are included in the Statement of Roles. The library/media/information community is diverse and will continue to be so; however, through coordination of effort, this diversity can be integrated into a meaningful whole.

The ultimate goal of improving the delivery of continuing education is to offer quality library/media/information services to Pennsylvanians. As the citizens of the state become lifelong learners so must library/media/information personnel and governing boards in order to keep pace with both societal and technological changes.

Susan Cady

Susan Cady
Project Coordinator

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ABSTRACT

This Plan is the product of an LSCA funded project sponsored by the State Library of Pennsylvania in cooperation with the Pennsylvania Library Association. In the Plan continuing education is viewed as a tool for improving library/media/information services to patrons and for developing staff to their full potential.

The Plan calls for a coordinating structure wherein the State Library of Pennsylvania assumes the responsibility for coordinating continuing education for all levels of Pennsylvania library/media/information personnel, including trustees and paraprofessionals. Employment of a full-time professional to serve as continuing education coordinator and establishment of a broadly representative statewide advisory committee are recommended. An information clearinghouse function is proposed to facilitate the assessment of CE needs and the sharing of human, financial, and material resources. Communication about CE offerings in Pennsylvania and contiguous states will be provided to the field by publication of a regular, current CE calendar. Training in techniques of needs assessment and CE program evaluation are also slated in the Plan.

Formulation of voluntary quality control guidelines for CE programs is scheduled as a first step in the eventual establishment of a voluntary recognition system in Pennsylvania. Liaison with other developments in this area is necessary so that the system can be compatible with national efforts and the Pennsylvania in-service requirements for school personnel. Funding of three regional continuing education councils is proposed to demonstrate the feasibility of cooperation at the grassroots level to improve continuing education. The councils, composed of about twenty representatives of CE consumers and providers in the region, will analyze the needs in their region and negotiate with providers to offer programs to meet those needs. Emphasis of the programs must be on those needs shared by several clientele groups.

In the Plan, evaluation of and funding for the coordination system are also outlined. The proposed funding cycle shows a phase out over a five year period from LSCA funds to a mix of state and local funds. The statement of roles demonstrates that an effective continuing education program involves cooperation and participation from the individual, the employing institution, district library centers, intermediate units, regional continuing education councils, associations, networks, educational institutions, the State Library, and the Department of Education. As Table I on pages 36-37 indicates, the potential clientele groups affected by this Plan total almost 15,000 people.

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BACKGROUND AND METHODOLOGY

For several years leaders of the Pennsylvania library/media/information community, and the leadership of the Pennsylvania Library Association in particular, have been concerned about the need for effective coordination of continuing education for library/media/information personnel. As an outgrowth of this concern, the State Library of Pennsylvania, in cooperation with the Pennsylvania Library Association, sponsored a one year continuing education project funded by Library Services and Construction Act funds. The purpose of the Project, of which this document is the final product, was to develop a plan for the coordination of continuing education in Pennsylvania for all levels of library/media/information personnel. In August 1978 Susan Cady assumed the position of Continuing Education Project Coordinator at which time the major activities of the Project began.

The Continuing Education Project is a consensus-gathering project more than a research study. It is designed to yield an acceptable action plan. Thus, from the beginning of the Project, an effort has been made to involve representatives from a wide spectrum within the library/media/information community. In order to accomplish this and retain an advisory group of reasonable size, a smaller Project Task Force and a larger Project Interest Group were formed. The role of the Project Task Force members was to critique the Plan in its various stages of development from the perspective of the particular segment of the library/media/information community they represented. Task Force members also assisted in arranging opportunities for the Project Coordinator to discuss the Plan with groups throughout the state. The Task Force met a total of five times during the Project and the Interest Group met once. In addition to information and guidance obtained from the Task Force and Interest Group, two surveys of continuing education providers were conducted.

In late October of 1978 the Continuing Library Education Network and Exchange (CLENE) offered a one-week Institute funded by USOE on the topic: "Statewide Systems of Continuing Education: New Directions". Pennsylvania sent a team of three individuals closely involved with the Project: Susan Cady, Project Coordinator; Leon Montgomery, Task Force Chairperson; and Atsuar Faruquee, Coordinator of Certification and Training in the State Library of Pennsylvania, Bureau of Library Development. The Institute, which was both timely and useful, spanned an entire year with follow-up sessions at ALA Mid-winter and ALA Dallas. In addition, the Institute staff was available for consultation throughout the year.

Upon completion of a first draft written by the Project Coordinator, the Project Task Force met for two days, February 1-2, 1979, to critique the draft and to reach a consensus on the main components of the Preliminary Plan. Copies of the revised first draft, now referred to as the Preliminary Plan, were mailed to Interest Group members in preparation for their meeting on March 15, 1979, to discuss the proposals. In addition, the Preliminary Plan was mailed to major providers of continuing education for library/media/information personnel in Pennsylvania for review and comment. The Project

Coordinator described and discussed the Preliminary Plan with as many diverse groups as possible in the state during the months of March, April and May to obtain field reaction to it.

Three outside consultant/evaluators were engaged to meet with Patricia Broderick, Leon Montgomery, Susan Cady and Ataaur Faruque in late February. These individuals were: James Nelson, Professor of Library Science at University of Wisconsin-Extension, Madison, Wisconsin; Peggy O'Donnell, Director, Continuing Education for Library Staffs, Dallas, Texas; and Dr. John Kehoe, Educational Research Associate, Division of Research, Pennsylvania Department of Education. From their experience in continuing education and state planning, the consultants reviewed the Preliminary Plan and suggested revisions, expansions and improvements.

A final meeting of the Task Force took place on June 12, 1979, at which time changes in the Preliminary Plan were agreed upon. These changes were based on reaction from the field to the Preliminary Plan. Subsequently, the final plan was written by the Coordinator, printed and distributed widely throughout Pennsylvania. The final step of implementation remains for the future.

A PLAN FOR COORDINATION

INTRODUCTION

Continuing education is a strategy that can and should be used to help organizations and institutions fulfill their missions. Thus, continuing education must be placed in the broad context of the organization's goals, not viewed as an end in itself. The intent of the Plan is to develop and coordinate a continuing education program in Pennsylvania for library/media/information personnel so that training may be provided in the most effective and efficient manner for the purpose of improving library/media/information services to Pennsylvania residents and developing the full potential of library/media/information personnel. A number of subgoals which relate to this overall goal are listed below:

To establish a coordinating structure for continuing education in Pennsylvania

To coordinate the on-going identification of continuing education needs and the setting of priorities for meeting these needs

To compile information on human, material and financial resources for continuing education

To foster communication of continuing education information and utilization of continuing education as a tool for organizational and individual development

To plan for the eventual establishment of a system to recognize quality continuing education activities in Pennsylvania and to record the participation by Pennsylvania personnel in those activites

To demonstrate the feasibility of regional cooperation for delivery of continuing education

To provide for the evaluation of specific continuing education offerings and to evaluate the coordination system as a whole

The following sections of the Plan will describe the objectives to be achieved in order to meet each of these subgoals. Footnotes refer to numbered items in the Bibliography on pages 47-49.

COORDINATING STRUCTURE

In this section are listed those objectives and the accompanying activities which have been set in order to reach the goal of establishing a coordinating structure for continuing education in Pennsylvania.

1. To assign responsibility for coordination of continuing education to one specific agency.

The criteria for selection of a coordinating agency are:

a. The agency should be statewide in scope.

b. The agency should include the perspective of all types of library, media and information personnel.

c. The agency should be active in continuing education.

d. The agency should have a planning and coordinating function.

e. The agency should have a reliable funding source.

RECOMMENDATION: The State Library of Pennsylvania should assume responsibility for coordinating continuing education in Pennsylvania.

Although no agency in Pennsylvania meets all the criteria set forth, the State Library comes closest in that it clearly meets criteria a, c, and d and is moving toward criterion b both in program and legislation. Reliable funding is a difficult requirement for most prospective agencies. Other agencies which met the criteria to some degree are: the Pennsylvania Library Association; the larger educational institutions for library, media and information science; and the two largest networks, Pittsburgh Regional Library Center and PALINET.

The most important reason for selecting the State Library is its role as a planning, coordinating and evaluating agency. Furthermore, it is the only governmental agency under consideration. If one accepts the premise that continuing education for library/media/information personnel must ultimately be a reflection of the needs of users and potential users, it is most appropriate that a public agency, using public funds, coordinate this program. The continuing education needs of individual personnel for purposes of professional advancement should be emphasized by professional associations. Fortunately many continuing education offerings meet both goals simultaneously. The State Library must ultimately retain an orientation toward the needs of users and potential users of library/media/information services regardless of their access point to the services.

Nevertheless, PLA, the networks and the educational institutions do present possible alternatives as coordinating agencies. PLA, BSLC and INCLIMET are membership organizations which must deliver their primary services to those individuals or institutions which belong and pay dues. Educational institutions must be able to justify activities in terms of relating to academic programs and generating income.

2. To establish a full-time professional position for a coordinator of continuing education in the State Library of Pennsylvania.

The job description and qualifications for the Continuing Education Coordinator are contained in Appendix H. Clerical and travel support are essential to the achievement of the Project goals by the Coordinator's activities.

RECOMMENDATION: The location of the Coordinator's position within the State Library should be such that it is distinct from public library programs and that there is policy direction from the State Librarian.

3. To create a statewide committee to advise the State Librarian with respect to continuing education matters.

The functions of this Committee will include, but not be limited to, the following:

a. Advising the State Librarian regarding continuing education policies and funding.

b. Advising the State Librarian regarding the creation of a recognition system and quality control guidelines.

c. Advising the State Librarian regarding implementation of changes in the Plan suggested by evaluation activities.

d. Advising the State Librarian regarding regional council operation and programs which need to be conducted at the state level.

The State Librarian will be responsible for initiating the Continuing Education Advisory Committee by contacting appropriate groups for nominations and calling the first meeting. The Continuing Education Coordinator will serve as the Committee's executive director and will work closely with a chairperson elected from the membership.

RECOMMENDATION: The Continuing Education Advisory Committee should have a balance of twice annually and include the representatives listed below. The groups or personnaces are those from whom nominations for these positions may be solicited.

1. District library center administrator
   (District Library Center Administrators Organization)

2. District library center consultant
   (District Library Center Consultants Organization)

3. Library trustee
   (Pennsylvania Library Association Trustee Division)

4. School librarian
   (Pennsylvania School Librarians Association)

5. Media specialist
   (Pennsylvania Learning Resources Association)

6. Academic librarian
   (Pennsylvania Library Association, College and Research Division)

7. Special librarian
   (Chapter of Special Libraries Association)

8. Information Specialist
   (Chapter of American Society for Information Science)

9. Paraprofessional
   (rotate among types of libraries)

10. Regional continuing education council representative

11. Network/cooperative representative
    (Council of Pennsylvania Library Networks)

12. Library/media/information educator
    (Library Media Educators Conference)

*13. State Librarian

*14. Representative of higher education office

*15. Representative of School Library Media Programs

The last three members are ex-officio non-voting members of the Committee.

NEEDS ASSESSMENT

The following objectives have been set for the purpose of coordinating the assessment of continuing education needs.

1. To establish a clearinghouse of information on relevant needs assessments conducted both inside and outside Pennsylvania.

The Continuing Education Coordinator, with the assistance of the Continuing Education Advisory Committee, will compile information on needs assessments of interest to the Pennsylvania library/media/information community. This should reduce unnnecessary duplication of effort, enable helpful comparisons with related data, and introduce new techniques and approaches in assessing needs.

2. To identify groups whose continuing education needs have not been assessed adequately and negotiate with the appropriate agency to accomplish this.

Upon determining what assessments have been completed, the Continuing Education Coordinator, with the advice of the Continuing Education Committee, will identify priority areas in which needs assessments should be conducted. The Coordinator will negotiate with the appropriate agencies, or groups to see that this is done. The cooperative nature of the coordinating effort will be a vital element since the Coordinator will have no authority to "assign responsibility" in the usual sense.

In general it is the role of state agencies to identify continuing education priorities which relate to the needs of users and potential users in a broad statewide context. For instance, assessing citizen information needs is an essential element in the long-range planning activities undertaken by the State Library which result in the (five-year) Pennsylvania Library Development Plan. However, it is the responsibility of the management of libraries, media centers and information centers to assess the continuing education needs of personnel from the institution's perspective. In the case of publicly funded institutions, present trends indicate that they will have to accomplish their missions with minimal staff increases and limited staff turnover. New capabilities will depend on staff retraining.

This management assessment responsibility could be delegated by institutions to cooperatives, networks or associations to which the institutions and their personnel belong. PALINET and the Pittsburgh Regional Library Council have assumed this responsibility for member institutions in relation to continuing education needs for implementation of automated cataloging and interlibrary loan services. Finally, associations and library/media/information schools are those agencies which are most concerned with assessing needs for individual professional development. This is a form of market research to ensure successful programs which are based on individual selection and participation.

RECOMMENDATION: Because of widespread concern expressed during the course of this Project, a plan should be developed as soon as feasible for assessing the continuing education needs of paraprofessionals.

3. To provide training in needs assessment techniques.

Many assessment efforts in the past have involved eliciting from individual practitioners indications of those subjects in which they feel they need instruction. Although this technique can be useful, often it generates grocery lists of broad workshop topics without the specifics necessary to formulate good objectives. It is also limited in that the individual's perceived needs or interests are conveyed without a sense of the institution's priorities. Other techniques and approaches need to be used in combination with the traditional survey. Below is a list of tools which could be developed or adapted:

a. surveys
b. analysis of existing data (long-range plans, etc.)
c. community surveys and analyses
d. self-assessment instruments
e. group needs assessment interview
f. intuitive advisory group of practitioners
g. analysis of trends in literature
h. staff evaluations which include continuing education needs assessment by supervisor and employee

Development of other techniques and instruments might be an appropriate task for library/media/information schools, as class projects, doctoral dissertations or faculty research. From appropriate assessments will arise an accurate understanding of the knowledge, skills and attitudes to be imparted through continuing education activities. Such defined needs will provide the basis for a meaningful evaluation of the program.

CONTINUING EDUCATION RESOURCES

The subgoal of providing information on continuing education resources will be reached by the accomplishment of the following objectives.

1. To establish a clearinghouse of information on continuing education opportunities in Pennsylvania and surrounding states.

The Continuing Education Coordinator will compile and regularly update a file of information on workshops, institutes,conferences and courses in Pennsylvania and surrounding states of interest to library/media/information personnel. This file will include information on programs not

specifically designed for library/media/information personnel but applicable to them. For example, certain programs in public administration, public relations, and child development would be relevant to some sectors of the profession. In addition, learning packages, audiovisual materials, home study courses, etc. will be compiled for the file.

2. To establish a clearinghouse of information on human and material resources for continuing education.

The Continuing Education Coordinator will compile and regularly update a file of information on individuals, firms, and organizations with interest in presenting continuing education programs for library/media/information personnel. In addition the file will include materials on training techniques, staff development, workshop planning, etc.

RECOMMENDATION: Development of effective continuing education packages using audiovisual resources such as videotape, slide/tape, 16mm film and audiotape, should be encouraged as a cost effective and energy efficient approach to continuing education.

3. To establish a clearinghouse of information on financial resources for continuing education.

The Continuing Education Coordinator will compile and regularly update a file of information on financial resources for supporting individual attendance at continuing education programs (CE scholarships, internships, etc.) and for supporting continuing education programs (foundations, government grants, etc.). Many existing funding sources do not specify continuing education as a priority; however, they will fund continuing education programs related to their established areas of interest.

COMMUNICATION AND PROMOTION

The success of every element of the continuing education plan is dependent upon effective communication and promotion in the field. The objectives below have been set in order to reach this goal.

1. To issue a regular, current calendar of continuing education opportunities in Pennsylvania and immediately surrounding states.

The information compiled in the resource clearinghouse about continuing education opportunities will be communicated to the field. Most such calendars currently published contain information on programs, date, time, cost, registration deadline, a contact for further information, etc. The calendar will become a vital part of the Pennsylvania scene if it is attractive, regular and current. Providers will be anxious to contribute in order to take advantage of the extra publicity. Membership groups will wish to utilize it to keep their members better informed about opportunities.

RECOMMENDATION: The CE calendar should be published at least bimonthly and mailed first class to district library centers, intermediate units, library media examination centers, associations, cooperatives, networks and library/media/information schools.

Some additional direct mailings may be necessary to reach institutions or personnel which do not regularly receive communication from the above groups.

2. To promote continuing education in Pennsylvania through presentations, articles, special events and other methods.

The Continuing Education Coordinator will serve as an advocate for quality continuing education in the state by utilizing various forums to describe its usefulness as a tool for organizational and individual development. The governing bodies and management of libraries, media centers, and information centers will be encouraged to devote resources to continuing staff education and to demand results from it. Likewise individual practitioners will be challenged to shape their own careers by participation in and financial support of their own continuing education.

RECOMMENDATION: The Pennsylvania Library Association, and other associations, should establish an appropriate unit within the Association to facilitate the promotion of and communication about continuing education.

As partners in a cooperative effort, the association can establish a committee, round table or whatever structure is appropriate, for members interested in the advancement of continuing education for library/media/information personnel. Such a group will provide a broad forum for discussion of issues relating to continuing education. Possible activities might include:

a. programs at association conferences
b. a model continuing education policy statement for libraries, media centers and information centers
c. recommendations to the association board regarding continuing education

3. To inform the Pennsylvania library/media/information community about continuing education development in other states and nationally.

The Continuing Education Coordinator will maintain liaison with national groups such as CLENE and groups in other states active in the development of continuing education for library/media/information personnel. New trends and techniques will be reported to practitioners in Pennsylvania. To facilitate communication the Continuing Education Coordinator will also stay in close contact with all groups within Pennsylvania active in library/media/information continuing education.

RECOGNITION AND QUALITY CONTROL

A continuing education recognition system is a system established and supported by various occupations to carry out activities such as the following: 1) recognize the individual who has achieved the voluntary requirements of the program; 2) implement a system of record keeping for continuing education; 3) implement criteria or standards for continuing education; 4) review or assist in the review of continuing education programs/offerings . As the third activity above indicates, quality control or standards are an essential element in a recognition system. They serve to assure the continuing education consumer of a minimum level of quality in approved pro ams in which they choose to invest time and money. Assurance of qua..ty level is also useful to organizations in making choices about employee attendance and in recognizing staff continuing education efforts.

Objectives for reaching subgoals related to recognition and quality control are listed below:

1. To formulate voluntary quality control guidelines for Pennsylvania continuing education programs/offerings.

The statewide Continuing Education Committee will advise the State Librarian in the formulation of these guidelines. Groups and individuals in the field will also be consulted in the process through news releases, selected mailings, and hearings. The guidelines should address themselves to issues such as these:

a. identification of the CE need of the target audience
b. clearly formulated instructional objectives
c. qualified presenters
d. provision of necessary resource materials
e. appropriate format and length for subject
f. meaningful evaluation

2. To design a mechanism for implementing voluntary quality control guidelines in Pennsylvania.

An efficient procedure by which providers can receive approval or endorsement for programs will be developed. Although the guidelines themselves and the procedure for endorsement will be formulated at the state level, the regional continuing education councils will be utilized so that endorsement can be made at either the state or regional level. In all activities relating to these objectives, close liaison will be maintained with national and state developments in this area, particularly with the current CLENE project seeking to formulate national continuing education quality control guidelines.

3. To monitor emerging and existing recognition systems and plan for the eventual establishment of a voluntary recognition system in Pennsylvania which is compatible with national and other Pennsylvania systems.

A recognition system can be voluntary or mandatory. Mandatory systems are usually tied to some type of recertification procedure. To date the health science, legal and teaching professions have embraced mandatory systems most readily. In Pennsylvania only health science librarians, head public librarians, law librarians and school personnel have either a national or state certification requirement. Only health science librarians have recertification requirements in addition. The position of the Continuing Library Education Network and Exchange has been that a voluntary system is preferable because it minimizes credentialism and retains the important ingredient of self-motivation.

RECOMMENDATION: As far as the broad library/media/information field in Pennsylvania is concerned, a voluntary recognition system is to be preferred. However, the organizational setting of particular subgroups may necessitate a mandatory approach.

Furthermore, in the case of public librarians in Pennsylvania, mandatory recertification does not seem to be an acceptable or logical "next step" since certification is relatively new and is limited to head librarians only. All feasible efforts will be made to establish compatibility among systems. This is particularly crucial for library/media/information personnel like school librarians and health science librarians who must be concerned with renewed or permanent certification status.

Frequently recognition systems are based upon the awarding of continuing education units or CEUs. The concept of the CEU was developed in 1969 by the National Task Force on the Continuing Education Unit. It is a voluntary system which is recognized nationally. The definition of a continuing education unit is ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction. A contact hour is a typical fifty-minute classroom instructional session or its equivalent. Some of the agencies potentially capable of awarding CEUs are colleges and education units of businesses, industries or labor organizations. 28 per cent of Pennsylvania institutions of higher education associations are currently awarding CEUs, and 27 per cent more are considering doing so in the future.[9]

RECOMMENDATION: Continuing education providers who presently have access to a mechanism for awarding CEUs are encouraged to do so for library/media/information offerings as a prelude to a recognition system and quality control guidelines.

REGIONAL CONTINUING EDUCATION COUNCILS

Demonstrating the feasibility of regional cooperation in the delivery of continuing education is another subgoal of the Plan. The regional council concept is an attempt to produce real cooperation at a level close to the needs of personnel. It is a way to organize the diversity of clienteles, providers, and geography in Pennsylvania while retaining a grassroots, decentralized approach to continuing education. It also has the potential of providing a more energy-efficient way to deliver continuing education. The following objectives have been set to reach this goal.

1. To formulate guidelines for the operation of regional continuing education councils.

The State Library, working with the Continuing Education Advisory Committee, will formulate the guidelines in order to give direction to the councils. The guidelines should address the following issues among others:

a. philosophy and purpose
b. size of council
c. representation of consumers and providers
d. size and boundaries of region
e. fiscal agent for funds
f. authorized expenses
g. timetable
h. criteria for evaluation of councils
i. reporting to the region and the State Library
j. quality control of continuing education

RECOMMENDATION: Continuing education councils should retain as much flexibility as possible so that regional differences can be accomodated.

A hypothetical regional council is described in Appendix G. It is illustrative of how some of these issues could be handled in a specific situation; however, many variations are possible.

2. To initiate and fund up to three regional continuing education councils on a demonstration basis.

The model in Appendix G describes how this demonstration and funding might proceed. The anticipated range of funding for the councils annually is $2,000.00 for planning and $8,000.00 for subsidy of programs. As the funding cycle in Appendix J indicates, at the end of five years, the councils should be locally supported. Local funds for council operation could come from small surcharges on CE programs.

The specific role of the councils is to systematically determine continuing education priorities in their region for those needs which are identified by more than one type of library or library/media/information clientele and to negotiate with appropriate providers to deliver the necessary programs. The councils are not to become new providers of continuing education in themselves.

In certain instances existing continuing education providers may submit proposals to the councils for their consideration. The councils may find it necessary to initiate needs assessment activity in their region if this is lacking. In all cases the councils will require that effective evaluation be a component of any program they endorse. The councils will implement the quality control guidelines on a regional level.

The product of a council's operation will be an annual plan for cooperative continuing education in the region. This plan will be submitted to the State Library for approval and appropriate funding. A byproduct of the council will be increased communication between consumers and providers of continuing education statewide. Councils may identify needs that are statewide and request the State Library, PSLA, PALINET or some other appropriate organization to provide programming. Communication about continuing education opportunities within the region will also improve.

RECOMMENDATION: Demonstration regional councils should be selected on the basis of local interest and geographic/demographic diversity.

3. To evaluate the effectiveness of regional continuing education councils in stimulating good cooperative continuing education programs for a broad sector of the library/media/information community in the respective regions.

It is crucial that the operation of the demonstration councils be reviewed and evaluated before expanding their coverage in the state. Appropriate data will be kept throughout the demonstration so that the following items can be determined:

a. relative success of variations in operation
b. positive and negative by-products
c. costs in time and finances
d. increases in quality and quantity of continuing education
e. effect on provision of library/media/information services

4. To alter the regional council concept as needed and expand it to the remainder of the state.

The final step in the demonstration process is to implement the results generated by the evaluation. Because evaluation is an on-going process many of the adjustments required will be made as soon as they are discovered. However, it will take two to three years to develop councils to an approximation of their potential.

Particularly at this stage decisions must be made about the boundaries of regional councils throughout the state. Pennsylvania has been divided into a variety of regions for a variety of purposes. These include: higher education regions (8), chapters of the Pennsylvania Library Association (9), Pennsylvania Master Plan Committee (12), districts of the Pennsylvania Learning Resources Association (6), etc.

RECOMMENDATION: Initially the number of continuing education councils in the state should be no smaller than six (6) and no larger than twelve (12). Serious consideration should be given to using one of the existing regional configurations.

Experience with the demonstration councils will be helpful in defining more permanent boundaries.

EVALUATION

A final subgoal of the Plan is the provision for the evaluation of specific continuing education offerings and for the evaluation of the coordination system as a whole. The following objectives have been set to strengthen evaluation of continuing education activities.

1. To provide training sessions for providers of continuing library/media/information education and other interested parties in evaluation techniques.

Many continuing education programs offered in the state have been evaluated only by brief questionnaires requesting participants to rate the experience at the close of the program. Others have relied only on verbal feedback. Although both techniques are helpful and should be continued, neither deals with the fundamental issue of the improvement of library service due to continuing education received by the staff. This requires longer follow-up, involving supervisors and managers as well as participants.

2. To require every continuing education program under the State Library's jurisdiction to have an effective evaluation component and to encourage other providers to do the same.

This objective will be met in part by the formulation of the quality control guidelines referred to in the previous section since effective evaluation of some kind will certainly be part of the guidelines. The use

of evaluation techniques can be mandated in the context of this Plan by requiring their existence before allocating funds to regional continuing education councils for programs. It is assumed that the State Library will continue and strengthen its current practice of evaluating programs it sponsors. An important step in the evaluation process is communicating the results to the proper agencies such as the funding agency, the sponsoring agency, the Continuing Education Advisory Committee, the regional continuing education council, etc.

3. To evaluate the coordination program and its impact on the quantity and quality of continuing education in Pennsylvania.

To evaluate the coordination process, an outside evaluator will be retained by the State Library in the early stages of the implementation of the Plan. The evaluator will monitor the coordination effort from the beginning, but will present the first formal evaluation after about eighteen months of operation. The evaluation will be presented to the State Library and the Continuing Education Advisory Committee. It is the responsibility of the State Library, with the advice of the Committee, to make changes deemed necessary in the Plan. After the initial, outside evaluation, a less formal, in-house evaluation will be conducted on an annual basis and shared with the Continuing Education Advisory Committee.

Some of the criteria against which the success of the Plan will be evaluated are:

a. In comparison with the data gathered by the surveys conducted during the Continuing Education Project, what improvements have providers made in the continuing education process (needs assessment, evaluation, recognition, etc.)?

b. Do managers and governing boards perceive and utilize continuing education as a tool for the improvement of library/media/information services?

c. Has the Continuing Education Advisory Committee proved to be an effective mechanism for eliciting statewide input into policies relating to continuing education?

d. Do consumers of continuing education in Pennsylvania feel that they are more aware of available continuing education opportunities in the state and nearby?

e. Are more continuing education opportunities available to paraprofessionals?

f. Has unnecessary duplication of effort been reduced?

g. Have the regional continuing education councils resulted in good cooperative continuing education programs for a broad sector of the library/media/information community in the respective regions? Are they cost effective?

h. Is the amount of effort expended in the initiation and operation of the regional councils justified by the results?

i. Are other cooperative programs being fostered as a by-product of cooperative continuing education efforts?

j. What indications are there that library/media/information services in the state are being improved as a result of this program?

FUNDING

Since the provision of continuing education involves many groups, likewise funding for it will come from a variety of sources. Elements of a continuing education program could be funded from the following sources: federal government, state government, district library centers, intermediate units, school districts, local institutions and employers, and individual participants. In each specific situation the source from which funding comes influences the accountability of the program. Therefore, in general at least some funding should come from local sources, either employer budgets or individual participants, in order for the library/media/information community as a whole to retain a healthy interest in the provision of quality continuing education.

RECOMMENDATION: The coordinating structure for continuing education should be financed from federal or state funds. If Library Services and Construction Act funds are used to initiate the coordination effort, they should be replaced by other funds in three to five years. Costs of actual continuing education programs should be paid from other (local, individual, special purpose) funds.

The funding cycle in Appendix J shows how the phasing in and out of the various types of funds could be done. The term "mix" is used on the chart to indicate the great diversity of sources mentioned earlier as possible funding agents.

STATEMENT OF ROLES

Individual Participants

1. Assess personal needs for continuing education
2. Support continuing education with time and money
3. Belong and be actively involved in library/media/information associations
4. Share individual expertise as a practitioner-teacher

Individual Libraries, Media Centers and Information Centers

1. Identify continuing education needs as a part of the management process
2. Communicate to employees the availability of continuing education opportunities
3. Support employee continuing education with release time and funding
4. Develop a written policy regarding employee participation in continuing education and recognition for continuing education in pay and/or promotions
5. Cooperate in the provision of continuing education through contributions of in-kind services such as staff expertise and meeting space
6. Evaluate the application of continuing education programs to the improvement of local library services

District Library Centers

1. Provide assistance to local public libraries in assessing needs
2. Communicate to local public libraries the availability of continuing education opportunities
3. Offer continuing education programs for local public library staff and trustees
4. Evaluate the effectiveness of continuing education programs in terms of the improvement of local library services
5. Maintain liaison with regional continuing education councils, area continuing education providers, the State Library, etc. regarding continuing education needs and activities

Intermediate Units

1. Assess continuing education needs of school librarians and media specialists.

2. Communicate to school librarians and media specialists the availability of continuing education opportunities

3. Offer continuing education programs for school librarians and media specialists

4. Evaluate the effectiveness of continuing education programs in terms of the improvement of services

5. Maintain liaison with regional continuing education councils, area continuing education providers, the Department of Education, etc. regarding continuing education needs and activities

Regional Continuing Education Councils

1. Review assessments of continuing education needs of library/media/information personnel in regional area and establish priorities on an annual basis for continuing education

2. Negotiate with regional continuing education providers for the offering of continuing education programs on the established priority areas

3. Submit a plan and budget to the State Library for continuing education programs to be conducted in the region

4. Review the evaluation of continuing education programs offered as part of the planning process for the next year

Associations

1. Assess continuing education needs of membership

2. Communicate to members the availability of continuing education opportunities

3. Provide a forum for discussion of continuing education issues in the profession at large

4. Promote the importance of continuing education to members and the library/media/information community at large

5. Participate in the development and implementation of a statewide plan for continuing education

6. Sponsor continuing education opportunities as appropriate

Networks and Cooperatives

1. Assess member library continuing education needs relating to the specific mission of the cooperative (delivery, film, health science, automated services, etc.)

2. Communicate to member institutions the availability of continuing education opportunities

3. Sponsor continuing education opportunities in area of mission or as appropriate

4. Maintain liaison with regional continuing education councils, area continuing education providers, etc. regarding continuing education needs and activities

5. Promote cooperative continuing education among member institutions

Library/Media/Information Education

1. Conduct research on critical areas in continuing library/media/information education

2. Provide services as evaluators of the effectiveness of continuing education on the improvement of services.

3. Sponsor continuing education opportunities as appropriate

4. Maintain liaison with regional continuing education councils, area continuing education providers, etc. regarding continuing education needs and activities

5. Promote the importance of lifelong professional learning to library/media/information students

State Library

1. Formulate continuing education needs from a statewide perspective

2. Serve as a clearinghouse and dissemination center for information on needs assessments, continuing education offerings, human and material resources and evaluation data

3. Develop and foster local, regional and state continuing education delivery systems

4. Provide funding for the "framework" of continuing education and unique or specialized training opportunities

5. Offer continuing education programs and develop resource materials in specialized subject areas

6. Maintain liaison with local, regional, state and national groups concerned with the provision of continuing library/media/information education

7. Evaluate the impact of continuing education on the improvement of library/media/information services

Commissions on Basic and Higher Education

1. Formulate continuing education needs from a statewide perspective

2. Maintain liaison with local, regional and national groups, including Intermediate Units

3. Serve as ex-officio members of the Continuing Education Advisory Committee

4. Offer continuing education programs and develop resource materials in specialized areas

5. Evaluate the impact of continuing education on the improvement in library/media/information services in basic and higher education

CONTINUING EDUCATION ENVIRONMENT

NATIONAL AND STATE MODELS

Continuing education for library/media/information personnel has been a topic of keen interest within the library/media/information professions for some time. However, it is only within the last five years that major new initiatives in continuing education have begun. Now changes take place so rapidly that this brief outline of significant national and state models will be obsolete as soon as it is printed. Nevertheless, the existing and proposed models have furnished invaluable assistance in the formulation of this Plan. In the Bibliography there is a selected list of documents consulted in the preparation of this report from which additional information on national and state developments can be obtained.

The Continuing Library Education Network and Exhange (CLENE) was formed in 1974 as a nonprofit corporation. It is supported by individual and institutional memberships as well as special project grants. The basic missions of CLENE are:

1. To provide equal access to continuing education opportunities available in sufficient quantity and quality over a substantial period of time to ensure library and information science personnel and organizations the competency to deliver quality library and information service to all.

2. To create an awareness and a sense of need for continuing education of library personnel on the part of employers and individuals as a means of responding to societal and technological change.

To accomplish these missions CLENE has undertaken a variety of projects during its brief existence. It has published an annual directory of continuing education opportunities, a monthly listing of the same (the Continuing Education Communicator), a monthly newsletter (CLENEXCHANGE), and now has underway a directory of human resources in continuing education. CLENE has sponsored several institutes which have been learning experiences designed for individuals involved in continuing education, not offerings for the profession at large. Furthermore, CLENE has conducted studies relating to continuing education and has prepared a home study course. In a sense CLENE has acted as a continuing education coordinator on a national level.

Another national but more specialized continuing education model is the Medical Library Association's program. Member continuing education needs are determined by a consensus opinion of the MLA Continuing Education Committee, surveys, literature examination, and membership suggestion. Through the MLA Education Division at national headquarters, courses are designed, evaluated, and authorized for award of continuing education credits. Skilled practitioners are usually requested to design and teach the courses.

In 1979 the Special Libraries Association initiated a series of continuing education course sequences to be offered at the annual meeting and regionally across the country. Continuing education units are available to participants. The Catholic Library Association is developing a series of continuing education packets, both print and non-print, with emphasis on video cassette programs. For completion of five two-hour sessions on specific subjects, the participant is eligible for one continuing education unit.

The various states are in different stages of development as far as continuing education for library/media/information personnel is concerned. Some have conducted statewide needs assessments (Oregon, Maine). Other states have initiated recognition systems (South Dakota, Michigan). Still others are implementing some phases of a statewide plan for continuing education (Maine, Louisiana). A growing number of state library agencies and a few library schools have recently employed continuing education coordinators. No states as large and complex as Pennsylvania have developed or implemented a coordinated continuing education program for all types of library/media/information personnel.

The Continuing Education for Library Staffs (CELS) Project of the Southwestern Library Association is an outstanding effort at a multistate continuing education program. The CELS Director works with the state library agencies and the state library associations within the region to coordinate continuing education. Each state library agency also has its own continuing education coordinator. CELS designs and offers continuing education programs and packages which are then available throughout the region.

The interest in continuing education within the library/media/information professions parallels that in many other professions. Elizabeth W. Stone has made an extensive study of this relationship in her work, Continuing Library Education as Viewed in Relation to Other Continuing Professional Education Movements.[21] Stone found that one clear difference between the viewpoint of the library/media/information professions and other professions is the conviction within the former group that continuing education should be provided for all levels of personnel, not just the "professional" only.

CERTIFICATION AND RECERTIFICATION

An understanding of the status of certification is important in comprehending the overall environment for continuing education. Some form of certification currently exists in Pennsylvania for head librarians of public libraries, as well as school librarians and media specialists in public schools. Nationally there are certification systems for health science librarians and law librarians. There are no comparable requirements for other groups in the library/media/information community.

In Pennsylvania an individual must obtain a teaching certificate with a comprehensive library science endorsement in order to be employed as a public school librarian. At the conclusion of three years of certificated service in the curriculum area (i.e. library science), the school librarian is eligible to receive a permanent certificate if he or she has accumulated

twenty-four hours of credit beyond the endorsement. This credit may be graduate academic credit or approved in-service credit. Fifteen "clock" or contact hours of in-service credit for an approved in-service course constitute one credit hour toward the permanent certificate. No further renewal is required at this time although there is a financial incentive to obtain a masters degree. However, discussions have begun on the subject of increasing the requirements for a permanent certificate and increasing the period of time in which teachers have to acquire it.

In-service credit is available to all school instructional personnel, including the librarian, through approved in-service educational programs usually offered at the Intermediate Unit level. An individual school librarian may initiate a course by writing an in-service proposal and submitting it to the local In-Service Council; however, both the local Council and the Pennsylvania Department of Education must review and approve the course before it can be offered. Most in-service programs are offered outside of working hours because of the general tendency of school districts not to provide release time. A nominal registration fee is sometimes charged.

The State Library of Pennsylvania is authorized by statute to promulgate regulations concerning the certification of public librarians. Head librarians of libraries serving less than ten thousand population must have certification as a library assistant which is obtained with two years of college including, or in addition to, nine hours of library science. Head librarians of libraries serving populations between ten thousand and 19,999 must have a provisional certificate which is obtained with a bachelor's degree including, or in addition to, twelve hours of library science. Finally, the professional certificate is required for head librarians in libraries serving twenty thousand or more. This certificate requires an MLS from an ALA accredited school or an MLS from a Pennsylvania institution of higher education approved by the Pennsylvania Department of Education. There are currently no plans for requiring renewal of certificates or certifying other than head librarians. New minimum standards for district library centers receiving state aid and public library systems receiving state aid do contain additional requirements relating to training and experience of personnel in the DLC or system.

There is a national system of certification administered by the Medical Library Association for health science librarians. It requires: a) graduation from an ALA accredited school, b) a passing grade on the MLA examination for health sciences librarians and c) two years of recent post-library degree experience in a health sciences library at the professional level. The MLA system also provides for recertification every five years. This requirement can be met by: a) participating in activities such as continuing education courses or formal education courses or b) retaking the certification examination. Thirty-five contact hours (3.5 CEUs) are required for recertification during 1978-1982. Whether a particular health science agency is required to employ an MLA certified librarian depends on its own accrediting agency.

The cerification system for law librarians is administered by the American Association of Law Libraries and is voluntary in nature. Requirements to be a certified law librarian include various combinations of library degrees, law degrees, and experience. There is no provision for recertification.

PENNSYLVANIA STUDIES, PLANS AND STATUTES

Many Pennsylvania state documents and studies have direct and indirect implications for a statewide plan for the coordination of continuing education. Taken as a whole, they exhibit an enduring concern with this issue. The Library Code, Act of June 14, 1961, P.L. 324, includes in its enumeration of state library powers and duties the mandate "to conduct and arrange for training programs for library personnel (Article II-14)." The current five year plan for library development[14] lists as one of its goals "Improving Staffing of Libraries". Specific objectives under that goal pertaining to continuing education are:

> Objective 7: Cooperate with library educators and other appropriate groups to annually assess library education needs, including continuing education.
>
> Objective 8: Provide continuing educational opportunities to a minimum of 500 library employes per year.

This goal and these objectives are formulated in response to a number of statements in the Plan relating to the need for continuing education and specialized competencies.

The Report of the Pennsylvania Library Master Plan Committee[15] recommends that

> "Coordination of a systematic statewide program of library education and continuing education for librarianship for all types of libraries should be under the direction of the Commissioner for Library Services."

Furthermore, the establishment of a Pennsylvania Council on Library Education is recommended to advise state officials on the approval of new programs. One of the activities recommended for consideration by the (proposed) twelve regional library organizations in the Report is cooperative in-service training programs.

The Evaluation of District Library Center System in Pennnsylvania[11] reports that

> "...Finally, staff members of more than four out of five libraries attended workshops or in-service training sessions sponsored by district library centers within the past two years. This seems to be a very strong area for the district library center, as 98 per cent of the locals rated these sessions as valuable and 72 per cent as highly valuable."

Under Discussion and Conclusions, the Evaluation points out that

"All of the consultative services are appreciated greatly by local staff, especially workshops held under district library center auspices....In-service programs to upgrade the level of local library staffs could increase demand for district library center services."

In a Plan for Library Cooperation in Pennsylvania[8], one of the objectives is Technical and Administrative Service to Libraries. Under this broad objective is a specific statement pertaining to Continuing Professional Education (4.2.3):

"Library and information service is in a period of rapid change. It is to the benefit of the citizen for librarians and their management to keep abreast of developments in library technology, management skills, the external (sociopolitical) environment, perceptions of the role of libraries in education, government, industry and culture, etc. Since there is no single agency in Pennsylvania charged with this general responsibility, it is proposed here that this be developed as a cooperative program."

In terms of managing cooperative library activities, the Plan suggests building on existing cooperatives, increasing the number of local cooperatives, and integrating both into a truly statewide system, with minimal impact on the cooperatives' traditional independence. However, in the program plan section relating to Continuing Professional Education, the educational programs discussed are only those directly relating to the subject and operation of cooperative library programs, not to the broad fields of library, media and information science.

The Pennsylvania Governor's Conference on Libraries and Information Services (October 31 and November 1, 1977) in its Journal of Action[16] called for the establishment within the Department of Education of a Commission on Library Services, and for the coordination of state funded cooperative programs among different types of libraries. The recent Evaluation of Library Services and Construction Act (LSCA) Projects in Pennsylvania[11] recommended more emphasis on the following high priority programs:

"(1) Development of regional and county library systems to provide adequate public library services and to further interlibrary cooperation ... and
(2) Development of Interlibrary cooperative arrangements.."

Although neither the Journal of Action nor the LSCA Evaluation makes specific mention of continuing education, they do endorse strongly the idea that library development activities, of which continuing education is one, should be cooperative and multitype in nature.

Another document which was considered was the Report of the Pennsylvania Library Association Ad-hoc Committee on Paraprofessionals.[17] The Committee was established by the PLA Board of Directors in 1975 and was charged with gathering information concerning the present status of paraprofessionals in libraries. The final report covered legal status, utilization, job status, and training in four separate sections.

The Report terms the present educational picture for paraprofessionals as "cloudy, inconsistent, uncoordinated and uncertain." Since the definition of a paraprofessional varies, there is no consensus on what constitutes appropriate entry-level training. Thus, it is even more difficult to draw a line between preparatory training, which is often done by the employing institution, and continuing education which is usually conceived of as "beyond basic preparation". One of the committee's recommendations pertaining to continuing education was to encourage libraries to reward and offer incentives for the self-development of paraprofessional staff through upgrading of job competencies, obtaining additional formal education or training and attendance at conferences or professional meetings. The Report also cites the prediction by the U.S. Department of Labor that the job market for library attendants and assistants is expected to grow by 77% between 1970-1985 while that for librarians is expected to grow by only 41% in the same period.

The In-Service Unit within the Pennsylvania Department of Education has done a statewide study entitled Participants Perceptions of the Quality of In-service Programs[12]. The respondents represented the entire range of school instructional personnel who have taken in-service courses. In general they indicated that in-service courses are of high quality, presented by people with an outstanding ability to communicate their knowledge and, in most cases, are more valuable than traditional graduate courses at colleges and universities because they are tailored to meet specific needs. Very few school districts provided release time for courses although one in three respondents reported that his or her school district paid the entire cost of the course. In addition almost 60% of the group said that in-service courses count toward salary increments in their district.

A problem area which emerged in the study was evaluation and follow-up. Only a quarter of the respondents reported substantial amounts of evaluation data being collected and very few noted any follow-up. The follow-up is needed to ensure that competencies developed by the courses are actually being demonstrated. Now nearing completion is another PDE study to determine the relationship of in-service to effective teaching.

PENNSYLVANIA PROVIDERS AND CLIENTELES

Pennsylvania has a great diversity of continuing education providers and clientele groups within the library/media/information community. Table I provides statistical information on the major library/media/information clientele groups in the state. Table II lists the major providers of continuing education in Pennsylvania which were surveyed in the

course of this Project. Other providers not listed include commercial vendors, county associations, large libraries which mount their own internal programs, and providers in other disciplines, such as public administration or computer science, which relate to aspects of library/media/information work. Two survey instruments were used -- one for Intermediate Units and the other for all remaining Major Providers listed. A summary of the results and copies of both surveys are in the Appendices. Below are the highlights of the Major Providers and Intermediate Unit surveys respectively.

The return rate for both surveys was just under 70% and thus represented a good cross section of Pennsylvania providers. A lower level of response came from associations and consortia which do not have paid staff. The survey intentionally did not define continuing education. Although most agencies responded on the basis of whatever educational activities they offered, a few felt that continuing education implied something more structured than their agency provides. A few others did not complete the survey because their agency does not presently offer any educational programs.

Many responses confirmed generally held beliefs concerning continuing education for library/media/information personnel in Pennsylvania. One such item is the lack of programming for paraprofessionals. A large majority of the agencies responding to the survey question do not offer any programs for paraprofessionals or have less than 25% of their attendees from paraprofessional staff. Use of non-traditional formats for instruction is very limited. The majority of agencies responding to the relevant question:

- have done no formal needs assessment
- do not involve potential participants in the planning of specific program
- give no recognition for participation

Most agencies indicated that their programs are open to all library/media/information personnel and many co-sponsor programs with other agencies. Decisions about what programs are offered generally involve some client input or group consensus. Only four agencies report that no evaluation of programs is done by participants although a number rely on "verbal feedback"for all or part of their evaluation. "Geographical section of Pennsylvania" is the response most frequently checked as the location of the provider's primary clientele.

The perception of role in continuing education is particularly interesting. The largest number of respondents conceived of continuing education as a strategy for achieving the agency's primary mission. However, a sizable number also checked continuing education as a primary or secondary mission of the agency. There was no clear pattern by type of providers in this ranking. The response indicates that continuing education is a high priority with this group and that there is a recognition that continuing education can be a means for achieving other goals rather than an end in itself.

TABLE I: CLIENTELE GROUPS

GROUP	SIZE	INSTITUTIONAL CONTEXT	SOURCE
PUBLIC LIBRARIES Certified Librarians Support Staff Trustees	 1,131[1] 2,285 4,000	480 public libraries	1977 PA Public Library Statistics. PDE, 1979
ACADEMIC LIBRARIES Professional Librarians Support Staff	 1,256 1,627	185 public and private academic institutions	Our Colleges and Universities Today: Library Resources, Staff and Operating Expenditures, PA Institutions of Higher Education, 1976-77. PDE, 1978
SCHOOL LIBRARIES Public School Librarians Non-Public School Librarians	 2,096 317[2]	504 public school districts 1,667 non-public schools	Our Schools Today: Professional Personnel Report 1978-79, PDE 1979 Our Schools Today: Non-public Elementary and Secondary School Report 1978-79. PDE, 1979
STATE LIBRARY OF PA Professional Librarians Support Staff	 21 49	PA Department of Education	1977 PA Public Library Statistics, PDE, 1979
HEALTH SCIENCE LIBRARIES	500	300 hospitals, medical schools and other health science agencies	Mid-Eastern Regional Medical Library Services estimate
STATE INSTITUTIONS	70	78 state institutions	BLD Special Library Services Division estimate
LAW LIBRARIES	150	52 county law libraries and various law school, governmental and corporate environments	SLP Law Library estimate

TABLE 7: CLIENTELE GROUPS

GROUP	SIZE	INSTITUTIONAL CONTEXT	SOURCE
MEDIA SPECIALISTS	550	Institutions of basic and higher education and industry	PLRA Membership
SPECIAL LIBRARIES	500[3]	262 business, government and industrial settings	1976-1981 PA Library Development Plan, PDE, 1977
LIBRARY EDUCATORS	98	19 programs in library or media schools and departments	Library Media Educators Conference, Program Directory, 1977
INFORMATION SPECIALISTS	292	Various information centers	Combined memberships of Philadelphia and Pittsburgh Chapters of ASIS

[1]Statistics for public, academic and state library personnel are given in FTE's.

[2]182 non-public schools are secondary schools and 270 are combined elementary/secondary. We have assumed that all the secondary and one half the combined schools have librarians.

[3]This statistic is based on the membership of the state's two SLA chapters; however, many members may work in information centers and academic, medical or law libraries.

TABLE II

MAJOR PROVIDERS OF CONTINUING EDUCATION FOR
LIBRARY/MEDIA/INFORMATION PERSONNEL

District Library Centers

29 district library centers located in public libraries throughout the state to serve local public libraries

Intermediate Units

29 intermediate units located throughout the state to serve school districts and non-public schools

American Library Association Accredited Schools

School of Library Science
Clarion State College

School of Library and Information Science
Drexel University

School of Library and Information Science
University of Pittsburgh

Other Professional Library and Media Programs

Department of Library Science
Duquesne University

Instructional Technology Department
Edinboro State College

Library Science Department
Edinboro State College

Department of Library Science
Kutztown State College

Library Science Department
Lock Haven State College

Department of Librarianship
Marywood College

Department of Educational Media
Millersville State College

Instructional Systems Program
Division of Curriculum & Instruction
Pennsylvania State University

Department of Educational Communication and Technology
University of Pittsburgh

Department of Library Science
Shippensburg State College

Library Education Department
Slippery Rock State College

Department of Educational Media
Temple University

Graduate Department of Library Science
Villanova University

Instructional Media Education Department
West Chester State College

Paraprofessional Programs

Community College of Philadelphia
Montgomery County Community College
Northampton County Area Community College

Governmental Agencies

Division of School Library Media Services
Bureau of Curriculum Services
Pennsylvania Department of Education

State Library of Pennsylvania
Pennsylvania Department of Education

Networks and Cooperatives

ABE Tri-District (Allentown-Bethlehem-Easton)
Associated College Libraries of Central Pennsylvania
Central Pennsylvania Consortium
Cooperating Hospital Libraries of the Lehigh Valley Area
Erie Area Health Information Library Cooperative
Health Information Library Network of Northeast Pennsylvania
Laurel Highlands Health Sciences Library Consortium
Lehigh Valley Association of Independent College Libraries
Mid-Eastern Regional Medical Library Service
Northeast Pennsylvania Bibliographic Center
Northwest Interlibrary Cooperative of Pennsylvania
PALINET
Pittsburgh-East Hospital Library Cooperative
Pittsburgh Regional Library Center
Somerset County Medical Library Consortium
Southeast Pittsburgh Consortium
Susquehanna Library Cooperative

Tri-County Library Consortium
Tri-State College Library Cooperative
West Metropolitan Consortium for Health Information and Library Services

Associations

American Association of Law Libraries
- Greater Philadelphia Law Library Association
- Western Pennsylvania Law Library Association

American Society for Information Science
- Delaware Valley Chapter
- Pittsburgh Chapter

Association of College and Research Libraries
- Delaware Valley Chapter
- Tri-State Chapter

Catholic Library Association
- Eastern Pennsylvania Unit
- Southwestern Unit

Central Pennsylvania Health Sciences Library Association

Medical Library Association
- Philadelphia Regional Group
- Pittsburgh Regional Group

Pennsylvania Learning Resources Association

Pennsylvania Library Association

Pennsylvania School Librarians Association

Special Libraries Association
- Philadelphia Chapter
- Pittsburgh Chapter

There was no one clear priority in terms of needed assistance for continuing education. Funding, needs assessment, a CE resource file, coordination, and promotion all were checked with about the same frequency. The only clear consensus is the low rating of training in adult education techniques. Evidently agencies feel they have sufficient training in this area or do not recognize its importance in continuing education. The literature of adult education currently puts considerable emphasis on andragogy versus pedagogy. Perhaps the survey question was misleading.

In contrast with the Survey of Major Providers, the Survey of Intermediate Units showed strength in the area of needs assessment. Comprehensive surveys, group consensus techniques and consumer input were used in combination to assess continuing education needs. However, less than half of the Units responding to the question assessed the needs of school librarians or media specialists as a separate group. It would seem that needs unique to these groups would have a low priority or remain unidentified when submerged in the larger pool of all instructional personnel. In fact most of the Intermediate Units which assessed the needs of school library media personnel as a separate group did offer more specific courses tailored to their concern.

Intermediate Units are willing to have non-public school personnel participate in their programs and to co-sponsor programs with other groups. The identification of priorities for assistance was somewhat clearer with a resource file of continuing education expertise taking the lead. Information about the general participant perception on in-service courses, including evaluation and follow-up, is contained on page 34 in the section on Pennsylvania Studies, Plans and Statutes. The reader should keep in mind that the study cited there does not focus on school library media personnel. It pertains to all instructional personnel taking in-service courses.

ASSETS AND BARRIERS

The environment just described results in a collection of assets and barriers to the coordination of continuing education of library/media/information personnel in Pennsylvania. Four positive influences are identified:

1. Numerous existing providers of continuing education
2. A tradition of training within the State Library
3. The consultative/continuing education role of the district library centers
4. A broad commitment to continuing education within the Pennsylvania Department of Education

Pennsylvania has an abundance of present and potential providers of continuing education for library/media/information personnel. The list of major providers in Table II is illustrative of this. Resources are available for a great diversity of roles and approaches relating to continuing education although assistance is needed in several areas.

As indicated, the Library Code of Pennsylvania specifies that the State Library has the power and duty to conduct and arrange for training programs for library personnel. Since 1968, the position of Coordinator of Certification and Training has been staffed within the State Library's Bureau of Library Development. Furthermore, an extensive program of training for public library staffs, public library trustees and library staffs in state institutions has been in existence for many years. This program and the Continuing Education Scholarships available to the same clientele groups are funded through the Library Services and Construction Act. The State Library has also shown its commitment at the national level by its membership and involvement in the Continuing Library Education Network and Exchange (CLENE).

A third positive influence is the district library centers with their mandate to provide supplementary library services to local libraries within the district. In the Minimum Standards and Guidelines for Pennsylvania District Library Centers Receiving State Aid[13] it is specified that "The consultant staff...shall be responsible for providing professional library knowledge to local librarians and others by means of counseling and continuing education on all aspects of library service...." Although the Standards do not become effective until March 1983, many district library centers already offer continuing education.

Finally, there is within the Pennsylvania Department of Education a commitment to well organized and well funded continuing education programs, both through the Executive Academy and the Intermediate Units. Within the context of this Plan, the In-service Program pertains only to school personnel; however, it does emphasize a continuing education program delivered in cooperation with regional and local groups. A type of recognition and quality control system is operative within it.

What, then, are the barriers to a coordinated continuing education plan in Pennsylvania? They involve four areas as well:

1. The size, complexity and resulting fragmentation of the state.
2. The lack of systematic multitype library development.
3. The dependence on Library Services and Construction Act funds.
4. The unevenness in services provided among both district library centers and intermediate units.

It is axiomatic that size leads to complexity; however, in the case of Pennsylvania, a long history has compounded the problem. Simplification of this complex environment is not politically or financially feasible; nevertheless, it does lead to a fragmentation which must be reckoned with in any project.

The second barrier is the lack of systematic multitype library development in the state. Although there are a number of successful multitype cooperative ventures, few school libraries are involved in any of them. Thus a significant portion of the library/media/information community is not a part of most cooperatives. Likewise there is not uniform formation of multitype cooperatives throughout the state. The lack of a statutory mandate for the State Library in the area of multitype cooperation and the lack of significant incentive funding have been major factors in retarding this development. Present trends indicate that a systematic multitype approach will be a vital element in future federal library legislation. Particularly in the provision of continuing education, all types of libraries, media and information centers can benefit by working together. Human resources can be shared in many aspects of the program: planning, needs assessment, production, and evaluation. This will not only eliminate unnecessary duplication of effort, but will result in a more effective program with the added dimension of related but distinct perspectives on common problems.

The third barrier to a coordinated continuing education plan is the dependence on Library Services and Construction Act funds for so many aspects of statewide library development, including training. Should these funds be cut off or significantly reduced, many important library services in the state would be seriously impaired. However, this is a problem in no way confined to Pennsylvania and not easy to solve.

The last barrier is the uneven delivery of continuing education services provided to local libraries by district library centers and to local school districts by intermediate units. The unevenness in quantity is easily demonstrated. It is assumed that there is also some unevenness in quality. The "grassroots" approach which allows a maximum of local control inevitably raises this dilemna. It seems that a certain amount of unevenness must be tolerated in order to achieve a truly decentralized system capable of being responsive to local needs.

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APPENDIX B

CONTINUING EDUCATION INTEREST GROUP

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Advisory Services
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Hillary Bitting, Media Specialist
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Richard Cassel, Chief
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Margaret Cheeseman, Coordinator
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Bureau of Library Development

Mary Elizabeth Colombo
Consultant Librarian
B.F. Jones Memorial Library
Aliquippa

Joan Costello, Director
Osterhout Free Library
Wilkes-Barre

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Slippery Rock State College

Dr. Paul Welliver, Professor
College Of Education
Pennsylvania State University

Diane Wolf, Extension Librarian
MidEastern Regional Medical Library Service

APPENDIX C

Survey of Continuing Education Providers

Please return this survey by December 15, 1978, to:

Mrs. Susan Cady, Coordinator
Continuing Education Project
Bureau of Library Development
State Library of Pennsylvania
Box 1601
Harrisburg, PA 17126

1. Please list the name, title and telephone number of a contact person in your agency for purposes of clarification if needed.

AGENCY: _____
NAME: _____
TITLE: _____
TELEPHONE: _____

2. Whom does your agency regard as its primary clientele for continuing education? Check more than one if appropriate.

_____ all library/media/information personnel
_____ school library media personnel
_____ media specialists
_____ public library personnel
_____ public library trustees
_____ academic library personnel
_____ special library personnel
_____ health science library personnel
_____ law library personnel
_____ other: _____

3. What percentage of participants in continuing education programs offered by your agency are paraprofessionals?

_____ no programs offered for paraprofessionals
_____ none
_____ less than 25% of participants
_____ between 25% - 50% of participants
_____ over 50% of participants
_____ other: _____
_____ do not know

4. What does your agency regard as the most common location of its primary clientele for continuing education?

_____ national and/or international
_____ multistate region
_____ Pennsylvania
_____ geographical section of Pennsylvania (eastern, central, etc.)
_____ (public) district library center area
_____ other: _____

5. Are your agency's continuing education programs open to all library/media/information personnel?

____ no
____ yes
____ yes, if space available
____ yes, at higher cost than for primary clientele
____ other restrictions:_____
_____

6. Which statement most closely describes how your agency perceives its role in the provision of continuing education? Please write on reverse or attach any official agency statements regarding its continuing education role (bylaws, catalog, etc.).

____ the provision of continuing education is a primary agency mission
____ the provision of continuing education is a secondary agency mission
____ the continuing education is a strategy the agency uses to achieve its primary mission
____ the promotion and facilitation of continuing education is the agency role
____ no role
____ other:_____
_____

7. What was the total attendance at continuing education programs offered by your agency in the last year for which statistics are available?

Attendance:_____ Year:_____
Statistics not available:_____
Statistics kept by institution, not individual:_____

8. How many programs were offered in the period for which these statistics are given? If no statistics are given in #7, how many programs were offered in 1978?

____ programs offered (number)
____ don't know
____ other:_____

9. At how many different locations does your agency usually repeat the same continuing education programs?

____ one location only
____ 2-4 locations in service area
____ 5 or more locations in service area
____ other:_____

10. What is the average charge to each participant for the following continuing education programs offered by your agency? Exclude travel, lodging and meal costs unless luncheon and/or coffee are included for one or two days meetings. Complete as many as apply.

____ no cost for programs
____ one day or one session (less than one day) programs
____ two day programs
____ conferences (two-three days)
____ one week institutes
____ longer programs offered for _____ sessions
____ per undergraduate credit hour for state residents
____ per graduate credit hour for state residents
____ do not know
____ other:_____

12. How are continuing education programs offered by your agency financed? If more than one source is used regularly, please indicate percentage from each source.

_____ low or no cost community speakers (%)
_____ registration fees or tuition (%)
_____ membership dues (%)
_____ grants (%)
_____ in-kind contributions from members, fees for small incidental expenses only (%)
_____ agency operating budget (%)
_____ others:_____

13. How does your agency generally communicate to the field the existence of its continuing education programs? Check as many as apply.

_____ agency publication (title:_____)
_____ news releases to other publications
_____ news releases to State Library of Pennsylvania and/or Bureau of Instructional Support Services
_____ direct mail to individuals (describe group:_____)
_____ direct mail to institutions (describe group:_____)
_____ all of above
_____ others:_____

14. Has your agency used any of the following non-traditional formats as the primary mode of instruction for continuing education activities?

_____ none
_____ home study courses
_____ programmed learning materials
_____ video cassettes
_____ audio cassettes
_____ broadcast
_____ telephone conference
_____ computer assisted instruction
_____ others:_____
_____ others:_____

15. In your agency who decides what continuing education programs will be offered?

_____ committee/executive board decision
_____ staff decision
_____ staff decision with client advisory group input
_____ others:_____

16. Has your agency conducted or used any formal assessment instrument for determining continuing education needs of clientele?

_____ yes (please attach copy of instrument and results if available)
_____ in process (please describe on reverse or attach copy if available)
_____ no

16. Does your agency usually involve potential participants in the design of specific continuing education programs (i.e. is there a planning committee other than agency staff for <u>each</u> program)? If yes, please describe.

_____ not applicable
_____ no
_____ informal outside planning assistance only
_____ yes:_____
_____
_____

17. Who <u>conducts</u> your agency's continuing education programs? If more than one source is used regularly, please indicate percentage from each source.

_____ library/media/information education institutions (%)
_____ agency staff (%)
_____ agency members (%)
_____ commercial vendors (%)
_____ outside consultants/practitioners (%)
_____ other:_____

18. Has your agency ever paid independent <u>commercial vendors</u> to conduct continuing education programs? (Please do not include free demonstrations.) If so, which firm(s)?

_____ no
_____ yes:_____

19. What kind of <u>recognition</u> does your agency provide for participants in continuing education programs? Check as many as apply.

_____ no recognition
_____ academic credits
_____ continuing education units
_____ letters to governing board or supervisor
_____ certificates of attendance
_____ press releases
_____ other:_____

20. How does your agency <u>evaluate</u> its continuing education programs? If a form is used, please attach a typical example. Check as many as apply.

_____ no evaluation by participants
_____ verbal feedback
_____ evaluation form at close of program
_____ evaluation form post-program (a few weeks to several months later)
_____ report from participant's supervisor
_____ evaluation meeting of agency staff and/or planning committee
_____ other:_____
_____

21. Does your agency co-sponsor continuing education programs with other groups? If so, what types of groups?

_____ no
_____ yes, with parent organization
_____ yes, with library/media/information schools
_____ yes, with the State Library
_____ yes, with associations
_____ yes, other:_____
_____

22. Is there one individual or a committee in your agency specifically responsible for coordinating agency continuing education programs?

_____ no individual or committee
_____ individual (name & title:_____
_____)
_____ committee (name of chairperson & committee:_____
_____)

23. Does your agency publicize continuing education programs sponsored by agencies other than your own? Check as many as apply.

_____ no
_____ yes, by announcements at meetings
_____ yes, to agency staff
_____ yes, in agency publication
_____ yes, in special mailings to clientele
_____ yes, other methods:_____
_____

24. Which of the following does your agency provide whenever possible to support continuing education for its own staff?

_____ release time
_____ payment of fees or tuitions
_____ payment of travel costs
_____ payment of expenses (room & board)
_____ sabbaticals
_____ all of above
_____ other:_____
_____ not applicable

25. In what areas do you believe that your agency needs assistance in the continuing education process? Please number in order of priority with #1 being the highest priority.

_____ funding for_____
_____ communication to the field about the existence of programs
_____ needs assessment of clientele
_____ resource file of continuing education expertise
_____ promotion of importance of continuing education to staff, administrators, etc.
_____ coordination of effort among major continuing education providers
_____ training in adult education techniques
_____ development of a formal recognition system
_____ other:_____

26. Is your agency now or has it in the last three years conducted research in the area of continuing education for library/media/information personnel? If yes, please describe on the reverse or cite below.

_____ no research
_____ yes:_____

_____

27. Please attach a list of the specific continuing education programs designed primarily for library/media/information personnel offered by your agency in 1977, 1978 and (planned for) 1979. Printed announcements are sufficient if the Continuing Education programs for library/media/information personnel are clearly identifiable from other educational programs.

28. What additional information, suggestions, or needs would you like to share with us concerning continuing education for library/media/information personnel in Pennsylvania?

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS SURVEY.

APPENDIX D

SUMMARY OF SURVEY OF MAJOR CONTINUING EDUCATION PROVIDERS TO LIBRARY/MEDIA/INFORMATION PERSONNEL IN PENNSYLVANIA

Eighty-five general surveys (see Appendix C) were mailed on November 15, 1978, to the agencies listed as major providers of continuing education in Table II with the exception of the Intermediate Units. (A separate survey was sent to Intermediate Units.) Fifty-seven surveys or sixty-seven percent were returned. The return was distributed as follows:

23	district library centers
12	library/media/information schools
7	associations
16	networks and consortia
2	governmental agencies

Over half of the consortia responses were from health science consortia. One district library center, one school and six consortia returned the survey with the information that they were unable to complete it. In some cases they did respond to one or two questions. Most who did not complete the survey stated that their agency offered no significant continuing education. Numbers in parentheses indicate the number of the survey question for which the response was given. Respondents to the general survey identify their primary clienteles in the following manner (2):

28	public library personnel
15	public library trustees
14	all library/media/information personnel
10	school library media personnel
9	health science library personnel
7	academic library personnel
5	special library personnel
3	law library personnel
2	media specialists
other:	volunteers, Friends of the Library, institutional librarians, OCLC users, paraprofessionals, media training for business-industry-health

The majority of respondents do not offer programs for paraprofessionals or had less than twenty-five percent of their attendees from paraprofessional ranks. The specific breakdown is as below (3):

15	no programs offered for paraprofessionals
12	less than 25% of participants
7	over 50% participants
3	none
2	between 25% - 50% of participants

The location of the primary clientele was designated as (4):

25	geographical section of Pennsylvania
20	(public) district library center area
10	Pennsylvania
5	multiple state region
2	national and/or international

Most agencies (thirty-four) open their programs to all library/media/information personnel (5). Twenty-two agencies have some restrictions, such as available space and additional cost. Only seven do not open programs to all. The way in which agencies perceive their roles in continuing education varied as follows (6):

19	the provision of continuing education is a secondary agency mission
12	the provision of continuing education is a primary agency mission
11	continuing education is a strategy the agency uses to achieve its primary mission
3	the promotion and facilitation of continuing education is the agency role
2	no role

Responses to question (7) concerning total attendance at continuing education programs annually were compiled in broad groups as below:

17	100 or more attendees
14	under 100 attendees
4	1,000 or more attendees
1	500 or more attendees

Agencies reported number of programs offered annually as below (8):

20	less than 5
14	ten or more
12	between 5-9

The great majority (forty) of respondents offer programs in one location only (9). Thirteen indicate repetition of programs in two-four locations and only one in five or more locations.

The average charge to participants for continuing education programs varied widely among the different types of providers (10). District library centers and governmental agencies charged nothing or a minimal fee. Charges by educational institutions are somewhat higher (a range from $10.00 to $50.00 per day) or are tied to credit hour charges of the institution.

Financing of continuing education programs is quite diverse. Sources indicated were (11):

22 registration fees or tuition
20 agency operating budget
13 grants
9 low or no cost community speakers
6 membership dues
2 in-kind contributions from members

Agencies use a variety of mechanisms to communicate; however, direct mail is the most popular. Most agencies use more than one method. The totals were compiled as (12):

38 direct mail to individuals
19 direct mail to institutions
19 agency publications
18 news releases to other publications
5 news releases to state agencies
2 all of above
other: announcements at meetings, telephone, brochures

The majority of respondents indicate no use of non-traditional formats as the primary mode of instruction. Nevertheless, some use is indicated of the following (13):

10 video cassettes
9 audio cassettes
4 home study courses
3 programmed learning materials
other: slide, tape, films

Decisions on what continuing education programs will be offered are made by (14):

20 staff decision with client advisory group input
19 committee/executive board decision
12 staff decision

Thirty-two agencies have never used a formal assessment instrument for determining continuing education needs (15). Eighteen have done so and two are in the process.

Only seventeen formally involve potential participants in the design of specific programs (16). Twenty-three have no participant involvement, eight have informal outside planning assistance only and four consider the question to be not applicable. A considerable variety of sources are used to conduct programs. Respondents use the following sources regularly (17):

27 agency staff
20 agency members
19 outside consultants/practitioners
13 library/media/information educational institutions
5 commercial vendors

Only six agencies indicate they have paid independent commercial vendors to conduct programs (18).

Recognition for participation in continuing education is limited as the responses below show (19):

31	no recognition
11	academic credits
11	certificates of attendance
9	press releases
4	continuing education units
1	letters to governing board or supervisor
	other: incentive book grants

Three techniques of evaluation dominate. The compilation was (20):

39	verbal feedback
25	evaluation form at close of program
25	evaluation meeting of agency staff and/or planning committee
6	evaluation form post-program (a few weeks to several months later)
5	report from participant's supervisor
4	no evaluation by participants

Only fourteen agencies do not co-sponsor continuing education programs with other groups. The types of groups with whom programs are co-sponsored covers a wide range (21):

20	other (libraries, district library centers, alumni associations, intermediate units, community groups, networks and consortia, PLA chapter)
16	yes, with the State Library
12	yes, with Associations
7	yes, with library schools
5	yes, with parent organization

Thirty-one agencies have an individual specifically responsible for co-ordinating continuing education and six have a committee. Seventeen indicate neither (22).

Most agencies attempt to publicize continuing education programs other than their own. Methods in use include (23):

37	announcements at meetings
20	in special mailings to clientele
17	to agency staff
13	in agency publication

Respondents indicated that their agencies support continuing education for their own staff in the following manner (whenever possible) (24):

31	release time
31	payment of travel costs
26	payment of expenses
24	payment of fees or tuition
14	not applicable
6	sabbaticals
5	all of above

The priority areas for assistance in continuing education were (25):

26	funding
26	needs assessment of clientele
25	resource file of continuing education expertise
21	coordination of effort among major continuing education providers
20	promotion of importance of continuing education to staff, administrators, etc.
13	communication to the field about the existence of programs
11	development of a formal recognition system
2	training in adult education techniques

Finally, forty agencies reported that no research has been conducted by them in the area of continuing education. Nine did report such research (26).

APPENDIX E

Survey of Continuing Education in Intermediate Units

Please return this survey by January 8th to:

Mrs. Susan Cady, Coordinator
Continuing Education Project
Bureau of Library Development
State Library of Pennsylvania
Box 1601
Harrisburg, PA 17126

1. Please list the methods by which your Intermediate Unit assesses the continuing professional education needs of personnel within the school districts of your IU.

   a. _____
   b. _____
   c. _____
   d. _____
   e. _____

2. Please indicate how often each of the above methodologies is used for assessing continuing education needs.

   a. _____
   b. _____
   c. _____
   d. _____
   e. _____

3. Have the continuing education needs of school librarians and/or media specialists in the Intermediate Unit school districts ever been assessed as a separate, identifiable group? If so, how?

   _____ do not know
   _____ no
   _____ yes: _____
   _____

4. How does the Intermediate Unit usually communicate about specific educational programs to clientele groups?

_____Mailing to individuals in target audience (English teachers, Special Education teachers, etc.)
_____Mailing to all instructional personnel individually
_____Mailing to each building in school districts within the IU
_____Mailing to superintendent's office only
_____Announcement in local newspapers
_____Other:_____

5. In addition to permanent certification and curriculum enrichment, how do the school districts in your Intermediate Unit "recognize" continuing education? Please indicate the number of school districts which take continuing education participation into consideration in each of the following areas:

_____Don't know
_____Nothing beyond permanent certification
_____Merit increment on salary scale
_____Promotions
_____Relative standing in case of reduction in force
_____Release time
_____Other:_____

6. Please list below the titles of those continuing education programs offered by the IU in 1977-78 and planned for 1978-79 for which school librarians and/or media specialists constitute one of the main audiences. Please also indicate <u>total</u> attendance for each program which has already been offered. Use the reverse if needed.

_____
_____
_____
_____
_____
_____
_____
_____

7. Were any of the above programs co-sponsored with another group? If so, what group?

_____No
_____School Library Media Division
_____Library Media Examination Center
_____Other Intermediate Units
_____Other:_____
_____Other:_____

8. Can arrangements be made (such as payment of fee if space is available) for personnel other than those within the Intermediate Unit public school districts to attend continuing education programs offered by the IU? Check as many as apply.

_____No
_____Yes, non-public school personnel
_____Yes, public school personnel from other IUs
_____Yes, community educators such as public or academic librarians
_____Other:_____
_____Other:_____

9. In what areas do you believe that your Intermediate Unit could benefit from assistance in providing continuing education opportunities to school librarians and/or media specialists? Please number in order of priority with #1 being the highest.

_____None
_____Funding for_____
_____Communication to the field about the existence of programs
_____Needs assessment of school librarians and media specialists
_____Resource file of continuing education expertise for programs for school librarians and/or media specialists
_____Coordination of effort with other groups (other IUs, professional associations, library and media higher education programs) providing continuing education for school librarians and/or media specialists
_____Promotion of the importance of continuing education to administrators and school library media personnel
_____Other:_____
_____Other:_____

10. What additional information, suggestions or needs would you like to share with us concerning continuing education for school librarians and media specialists in Pennsylvania? Please use the reverse if necessary.

11. Please list the name of the Intermediate Unit and the name, title and telephone number of the most appropriate person to contact if clarification is needed:

Intermediate Unit:_____
Contact Person:_____
Title:_____
Telephone:_____

APPENDIX F

SUMMARY OF SURVEY OF PENNSYLVANIA INTERMEDIATE UNITS

A separate survey was sent to Intermediate Units because of their unique characteristics, in particular the fact that their clientele group includes all instructional personnel, not just school librarians and media specialists. Twenty-nine surveys were mailed and twenty were returned for a return rate of almost sixty-nine percent. Numbers in parentheses indicate the number of the survey question for which the response was given. The survey itself is Appendix E.

A variety of methods are used by Intermediate Units to assess continuing professional education needs. Those techniques listed most frequently were (1):

feedback from courses offered
consensus of In-service Councils
computerized surveys of every teacher and administrator

Cycles of two years are most common for full-scale needs assessment surveys although some are done annually (2). Meetings of In-service Councils and similar groups are usually held monthly. Feedback from courses depends upon course scheduling. Other assessment methods listed included:

suggestions from Pennsylvania Department of Education because of new regulations or guidelines
invitations to professional groups to identify needs
suggestions from Intermediate Unit staff based on new developments in education

In response to question (3) regarding the specific needs of school librarians or media specialists, ten Intermediate Units reported that they did not assess the needs of this group as a separate identifiable unit. However, eight reported they did do so and two did not know. In the Intermediate Units which assessed library/media needs separately, a variety of techniques are used including:

Instructional Materials Center newsletter
Instructional Materials Center Advisory Council
liaison with county library association
survey by Library Media Examination Center staff
regular needs assessment instrument
Audiovisual Advisory Council
Library Planning Committee

Intermediate Units communicate about their programs in the following manner (4):

15 mailing to individuals in target audience
12 mailing to each building in IU districts
11 mailing to all instructional personnel individually
9 announcement in local newspaper
8 mailing to superintendents office only
other: brochures, IU newsletter, posters, IMS film deliveries, mailings to other groups

Many IU respondents did not know what specific recognition was provided by their various member school districts for continuing education because practices are so varied (5). Some teacher contracts provide for full or partial reimbursement for tuition. Very few (four) checked release time or relative standing. In the majority of cases, recognition is provided through a merit increment on the salary scale or not at all beyond permanent certification.

Some typical titles listed for courses offered by IUs for school librarians and/or media specialists follow (6):

Creating Learning Activities Packages for the Classroom Teachers
Cooperative Instructional Staff Interaction
PCRP for Librarians
Secondary Seminar Series
Role of the Librarians
Librarians and the Building Team
A-V-Opening Eyes and Ears in the Classroom
Utilization of Current Instructional Media
Book First Aid

Four Intermediate Units listed no offerings for librarians or media specialists.

Seven respondents stated that none of the offerings listed were co-sponsored with another group (7). However, seven respondents indicated that at least one of their programs was cosponsored with the PDE School Library Media Division, the Library Media Examination Center or other Intermediate Units. Other co-sponsors listed were: various county school librarians associations, other units within PDE, local social service agencies and higher education institutions.

Respondents indicated overwhelmingly that arrangements could be made for non-public school personnel, public school personnel from other IUs, and community educators such as public or academic librarians to attend IU in-service courses (8). Others mentioned who could attend in some IUs were: day care teachers (if professional), parents and related social service agency personnel.

Priorities listed in terms of assistance needed by IUs in continuing education were as follows (9):

14	Resource file of continuing education expertise for programs
9	Communication to the field about the existence of programs
8	Funding
8	Coordination of effort with other groups
6	Promotion of the importance of continuing education to administrators and school library media personnel
5	Needs assessment of school librarians and media specialists

APPENDIX G

A MODEL REGIONAL CONTINUING EDUCATION COUNCIL

The Four Rivers Continuing Education Council described in this Appendix is a hypothetical model designed to illustrate how a regional continuing education council might operate. There is no such council in Pennsylvania. Those councils which do come into existence as a result of this Plan may differ significantly from this model because each one should reflect the unique characteristics of its region. Nevertheless, the model gives some concrete suggestion of the form a council could take.

After receiving expressions of interest in forming a regional continuing education council from several individuals and groups in the four rivers area of Pennsylvania, the State Library called a meeting to initiate the Four Rivers Continuing Education Council. Notices of the meeting were sent to all libraries, school districts, cooperatives, and other potentially interested parties in the area inviting them to send a representative.

The four rivers area spans nine counties and includes four (public) district library centers and three (school) intermediate units. Four private and two public institutions of higher education are also located in the area. One of these offers both library science and media courses. Since the area is predominantly rural, there are a limited number of special libraries: county law libraries, health science libraries in area hospitals, and one state institution library.

At the organizational meeting the Continuing Education Coordinator from the State Library reviewed the purpose of the Council in the provision of quality continuing education for library/media/information personnel. The guidelines for operation of Councils developed by the state Continuing Education Advisory Committee were explained in detail. Among other things, these guidelines call for the Council's 20-25 members to be broadly representative of the area and to focus on cooperative programming for the needs identified in the area.

A small planning committee which had met some weeks before the organizational meeting then presented a proposal for Council membership to the group. The proposal took into consideration the characteristics of the region described above and named organizations and groups to be represented, not specific individuals. After some discussion and changes, the group in attendance reached a consensus on a Council of 21 members. The State Library then wrote to the groups to be represented asking them to make nominations of individuals to the Four Rivers Council.

At the next meeting the Four Rivers Council met officially for the first time. Each member described the involvement of his or her group or organization in continuing education and what they saw as the priority needs for continuing education in the area. The Continuing Education Coordinator explained grants available to the Council from the State Library. A small grant of $2,000.00 to cover planning expenses (travel, postage, phone calls) is available immediately and a larger grant of up to $8,000.00 is available to subsidize an acceptable continuing education plan. After electing a chairperson and a secretary, the Council spent the remainder of the meeting drawing up a timetable for developing a regional continuing education plan to submit to the State Library. The group was reminded that the plan may include activities of the Council in the areas of needs assessment, evaluation and resource development as well as specific continuing education programs to be offered in the region.

At the next meeting members discussed what data was already available on continuing education needs and decided on several techniques for filling in information gaps. The needs assessment interview technique is to be used at a meeting of elementary-level school librarians and public library children's librarians to determine what mutual needs they had for which cooperative programs should be developed.

It was anticipated that the local university with a Department of Library Science, the region's district library centers, and the Intermediate Units in the region would co-sponsor the resulting programs. An application will be filed with an In-Service Council, so that school librarians might receive In-service credits for attendance at the program.

The public, academic and special library representatives agreed that there is a need in the area for instruction in the use of basic legal reference tools, particularly the Pennsylvania Code, regulations, etc. The law librarian on the Council volunteered to contact the State Law Library for suggestions on instructors and materials on this subject. If possible a law librarian in the area will be asked to develop the program in cooperation with a small planning committee. An institutional librarian will be invited to serve on the committee. The district library centers will serve as sponsors for the program. So that a large number of library staff members could conveniently attend, it was decided to hold three sessions in the region with at least one scheduled on a Saturday for the convenience of school librarians and institutional librarians wishing to attend.

Another needs assessment activity agreed upon was a survey of the administrators of larger libraries (ten employees or more) in the area to find out what they felt the highest priorities for continuing education for their staff are. Since several members of the Council felt strongly that supervision skills would be one of the high-ranking needs, the survey will also contain some very specific questions about what kinds of skills, relating to supervision, administrators would like to see offered and to what level of personnel a program should be targeted. With the results of that survey, the Council will contract for a supervision program. The Council discussed the fact that it would be best to offer a short course on supervision, rather than a one-day workshop. Library administrators would be

asked on the survey whether the participants from their library could attend a program on four consecutive Fridays. This format will enable them to have the opportunity to develop and test their learning in the workplace as the course progresses. Several members mentioned the names of agencies which provide recognized training in techniques of supervision. One district library center with an interest in this topic will contact these agencies after a planning committee for the program is formed.

At a subsequent meeting of the Four Rivers Council each of the proposed programs was reviewed in detail and compared with the state quality control guidelines for continuing education programs before inclusion into the region's continuing education plan for the up-coming year. A final inclusion was a program to be conducted by Council members in response to a request from the PLA Chapter Chairperson. The Council was invited to explain the purpose and activities of the Council at the spring meeting of the Chapter. The Council felt this would be a good step toward involving more individuals in the Council and the resulting continuing education programs.

APPENDIX H

JOB DESCRIPTION FOR CONTINUING EDUCATION COORDINATOR

The Continuing Education Coordinator will have primary responsibility for initiating implementation of the Plan for Coordination of Continuing Education for Library/Media/Information Personnel in Pennsylvania. He or she will work in the State Library of Pennsylvania and will report to the State Librarian. The Coordinator will also serve as Executive Director for the State Library of Pennsylvania's Continuing Education Advisory Committee.

Specific responsibilities include:

Maintain liaison with state, national, regional and local groups in matters relating to continuing education for library/media/information personnel. Examples of such groups are CLENE, PLA, DLCs and PALINET.

Coordinate the assessment of continuing education needs including development of appropriate assessment instruments, instruction in assessment techniques and conduct of actual needs assessments as necessary.

Maintain a clearinghouse and dissemination center for continuing education resources and activities. Information on resources and activities would include, but not be limited to, files of individual consultant/trainers, opportunities in non-library but related fields, activities in surrounding states, home study courses, audiovisual training packages, self-assessment instruments, sources of funding, etc. The Coordinator will edit a regular calendar of continuing education opportunities.

Develop regional continuing education councils including provision of organizational and planning assistance to the councils.

Monitor developments in recognition systems for library/media/information personnel and plan for the establishment of a continuing education recognition system for Pennsylvania which is compatible with emerging state and national systems.

Participate in evaluation activities and the development of quality control guidelines for continuing education.

The Coordinator will be required to travel and supervise a secretary in the course of fulfilling these responsibilities.

QUALIFICATIONS AND BENEFITS FOR THE CONTINUING EDUCATION COORDINATOR

Minimum Qualifications

M.L.S. degree from ALA accredited school

Valid Pennsylvania motor vehicle operator's license

Six years post M.L.S. professional experience including experience in at least two different types of libraries, media or information centers

Ability to express ideas clearly and concisely

Ability to maintain effective working relationships with library/media/information groups involved with the Project

Demonstrated personal commitment to continuing professional education

Participation in professional organizations

Desirable Qualifications

Experience in advisory (consultant) services

Education and/or experience in planning and conducting training programs

Supervisory experience

Benefits

Salary: $19,000 - $21,500

Health Insurance

Retirement

Annual Leave

Sick Leave

APPENDIX I

TIMETABLE FOR IMPLEMENTATION OF CONTINUING EDUCATION PLAN

1979	
September	Advertise for and hire CE Coordinator
December	Make appointments to CE Advisory Committee Evaluator is selected
1980	
January	CE Coordinator begins employment
March	CE Advisory Committee meets, sets guidelines for establishment of demonstration CE regional councils, including delineation of regions
April	First issue of CE Calendar is distributed
April/May	CE Coordinator explains guidelines for establishment of regional councils at appropriate existing meetings
June	Second issue of CE Calendar is distributed CE Advisory Committee meets, considers application for CE regional council demonstrations and begins work on quality control guidelines for CE
August	Third issue of CE Calendar is distributed
August/September	Demonstration CE Councils A&B hold first meetings
October	Fourth issue of CE Calendar is distributed CE Advisory Committee holds hearing on CE quality control guidelines at PLA Conference, PLA Conference program on CE needs assessment techniques presented
November/December	Demonstration CE Councils A&B hold second meetings
December	Fifth issue of CE Calendar is distributed (Calendar continues on bimonthly basis)
1981	
March	Workshop on Evaluating CE Activities is sponsored by Project

1981

April	CE Advisory Committee holds hearing at PSLA Conference on CE quality control guidelines
April/May	Demonstration CE Councils A&B meet to finalize CE programs for the coming year (October 1981-September 1982)
June	CE Advisory Committee meets to finalize quality control guidelines, to consider first evaluation report
August	Third CE Council holds first meeting
October	Program in connection with PLA Conference on Recognition System--what does Pennsylvania need?
November	Second meeting of CE Council C

APPENDIX J

PLAN BUDGET - 1980-1982*

		1980	1981	1982
I.	Coordinator			
	1. Salary ($19,000 - $21,500)	$21,500	$23,000	$24,600
	2. Fringe benefits (33 1/3%) (includes social security, unemployment, health insurance, retirement)	7,166	7,666	8,200
	3. Travel	3,500	4,000	4,500
II.	Support Staff (80 hrs. per mo. x 12 x $6.00)	5,760	6,500	7,500
III.	Equipment & Service Contracts (typewriter)	1,000	100	110
IV.	CE Advisory Committee			
	1. Travel (3 x $60.00 x 13 people)	2,340	2,730	3,000
	2. Miscellaneous Meeting Expenses	300	350	400
V.	Evaluator (fee, expenses, travel, misc.)	2,000	3,000	2,000
VI.	Regional CE Councils			
	1. Travel (4 x $35.00 x 20 people)	2,800	4,800	4,800
	2. Funding for CE Programs	0	8,000	12,000
VII.	Workshops	750	750	
VIII.	Publications		2,000	
		$47,116	$62,896	$67,110

*This budget assumes that the Continuing Education Coordinator's office will be located in the State Library and that office supplies, expenses and furniture will be paid for by the state of Pennsylvania.

FUNDING CYCLE

ELEMENTS TO BE FUNDED	YEAR 1-1980	YEAR 2-1981	YEAR 3-1982	YEAR 4-1983	YEAR 5-1984
1. Coordinator	LSCA	LSCA	LSCA	STATE	STATE
2. Support Staff	LSCA	LSCA	LSCA	STATE	STATE
3. Office Expenses [1]	LSCA/STATE	LSCA/STATE	LSCA/STATE	STATE	STATE
4. Advisory Committee [2]	LSCA/AGENCY	LSCA/AGENCY	LSCA/AGENCY	AGENCY	AGENCY
5. Regional CE Councils	LSCA	LSCA	LSCA/LOCAL	LSCA/LOCAL	LOCAL
6. Regional CE Programs		LSCA	LSCA	LSCA/LOCAL	LOCAL
7. Project Workshops	LSCA	LSCA	LSCA	LOCAL	LOCAL
8. Other CE Activities	MIX	MIX	MIX	MIX	MIX
9. Publications	LSCA	LSCA	LSCA	STATE	STATE

[1] This funding cycle assumes that the Continuing Education Coordinator's office will be located in the State Library and that office supplies, expenses and furniture will be paid for by the state of Pennsylvania.

[2] The assumption in this element is that as far as possible agencies represented on the Advisory Committee should pay the expenses of their representatives.

APPENDIX K

GLOSSARY

CONTINUING EDUCATION - Formal and informal learning experiences beyond entry level skills or education required for any library/media/information-related job. In the context of this Plan, continuing education does not include adult education or lifelong learning programs offered by libraries to patrons.

CONTINUING EDUCATION UNIT (CEU) - Ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction.

CONTINUING LIBRARY EDUCATION NETWORK & EXCHANGE (CLENE) - A national membership organization formed to create an awareness of the need for continuing education and to work toward equal access to continuing education opportunities for library/media/information personnel.

DISTRICT LIBRARY CENTER(DLC) - A library designated as such by the State Librarian of Pennsylvania and receiving state-aid for the purpose of making its resources and services available without charge to all the residents of the district, of providing supplementary library services to local libraries within the district, of coordinating the services of local libraries which become part of the system, and of exchanging, providing or contracting with other district library centers.

IN-SERVICE - A competency-based alternative program whereby professional educators can renew initial certification, obtain permanent certification, attain a Master's Degree Equivalency Certificate or simply improve skills.

INTERMEDIATE UNIT (IU) - One of twenty-nine educational agencies which replaced Pennsylvania's sixty-six county superintendent's offices. IUs provide specialized services, including in-service, to participating school districts.

LIBRARY MEDIA EXAMINATION CENTER (LMEC) - One of five specially stocked centers in Pennsylvania providing instructional materials for examination before purchase and related professional consultative services for teachers, librarians, and administrators.

LIBRARY SERVICES AND CONSTRUCTION ACT (LSCA) - Federal legislation dating from 1956 under which funding is provided through state library agencies for library development with particular emphasis on public libraries, interlibrary cooperation, and services to special groups like the institutionalized, disadvantaged, elderly, etc.

PARAPROFESSIONAL - An individual holding a position which is neither purely clerical nor that of a professional librarian. Sometimes called a "library technical assistant", the position requires more than general office skills but less than a full professional knowledge of the theories, principles, and techniques of librarianship.

RECOGNITION SYSTEM - A continuing education system established and supported by various occupations to carry out activities such as the following: 1) recognize the individual who has achieved the voluntary requirements of the program; 2) implement a system of record keeping for continuing education; 3) implement critieria or standards for continuing education; 4) review or assist in the review of continuing education programs/offerings.